THE DEAN TRUST
Forest Gate Academy

Year 6 Autumn

English

Writing Objectives

- I can use further prefixes and suffixes and understand the guidance for adding them.
- I can spell some words with 'silent' letters [for example, knight, psalm, solemn]
- I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- I can use a thesaurus.
- I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- I can note and develop initial ideas, drawing on reading and research where necessary.
- I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
- I can proof-read for spelling and punctuation errors.
- I can write legibly, fluently and with increasing speed.
- I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- I can choose the writing implement that is best suited for a task.
- I can use expanded noun phrases to convey complicated information concisely.
- I can use modal verbs or adverbs to indicate degrees of possibility.

Reading Comprehension Objectives

- I can distinguish between statements of fact and opinion.
- I can draw inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can provide reasoned justifications for my views on what I have read.
- I can recommend books that I have read to peers, giving reasons for choices.
- I can retrieve record and present information from non-fiction.
- I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea.

English

Word Reading Objectives

- I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.
- I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.

Speaking and Listening Objectives

- I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.
- I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.

Speaking and Listening Objectives

- I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.
- I take an active part in discussions and can take on different roles.
- I listen to, and consider the opinions of, others in discussions.
- I can sustain and argue a point of view in a debate, using the formal language of persuasion.
- I engage listeners through choosing appropriate vocabulary and register that is matched to the context.

Spelling Objectives

- I can use further prefixes and suffixes and understand the guidance for adding them.
- I can spell some words with 'silent' letters (for example knight, psalm, solemn)
- I can use a thesaurus.

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Maths

To read, write and represent numbers to ten million in different ways. They need to see a mixture of smaller and larger numbers
To compare and order numbers up to ten million using numbers presented in different formats.
To use correct mathematical vocabulary (greater than/less than) alongside inequality symbols.
To build on prior knowledge of rounding, learning to round any number within ten million.
To use knowledge of multiples to work out which two numbers the number they are rounding sits between.
To continue to develop their work on negative numbers, counting forwards and backwards through zero.
To extend their learning by finding intervals across zero. To see and use negative numbers in context.
To consolidate knowledge of column addition and subtraction. To use these skills to solve multi step problems in a range of contexts
To consolidate their knowledge of column multiplication, multiplying numbers with up to 4 digits by a 2-digit number. To use these skills to solve multi step problems in a range of contexts
To build on their understanding of dividing up to 4-digits by 1-digit by now dividing by up to 2-digits. Use short division method and focus on division as grouping. (Children should be encouraged to make a list of multiples needed for operation)
To use their number sense (specifically their knowledge of factors) to see the relationship between the divisor and dividend. Beginning with multiples of 10 and moving on will allow the children to see the relationship before progressing forward.
To use long division as a different method of dividing by a 2-digit number.
To divide 3-digit numbers by 1 2-digit number without remainders moving from a more expanded method with multiples to a more formal long division method.
To divide four-digit numbers by 2-digits using long division. They use their knowledge of multiples and multiplying and dividing by 10 and 100 to calculate more efficiently.
To divide using long division where answers have remainders. They understand their remainder is smaller than the divisor
To understand when rounding is appropriate to use for interpreting the remainder and when the context means this is not appropriate.
To find common factors of two numbers. Some may need to use arrays and representations but mental methods and knowledge of multiples should be encouraged.
To show results using Venn diagrams and tables.
To build on knowledge of multiples, finding common multiples of numbers. They should continue to use visual representation to support thinking.
To use more abstract methods to calculate multiples and use numbers outside of times table facts.
To build on knowledge from Year 5, knowing and using the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
To use their understanding of prime numbers to work out whether or not numbers up to 100 are prime. Using primes, they break a number down into its prime factors.
To look at different operations within a calculation and consider how the order of operations affects the answer.
To focus on the use of mental calculations, focusing on use of efficient mental calculation and sensible estimations needed to run through small steps.
To use their understanding of known facts from one calculation to work out the answer of another similar calculation without starting afresh.
To use reasoning, applying their knowledge of commutatively and inverse operations.
To build on their knowledge of factors to help them simplify fractions. They choose which method is most efficient.
To use their knowledge of equivalent fractions and ordering fractions to place fractions on a number line. They can draw their own divisions to place fractions accurately.

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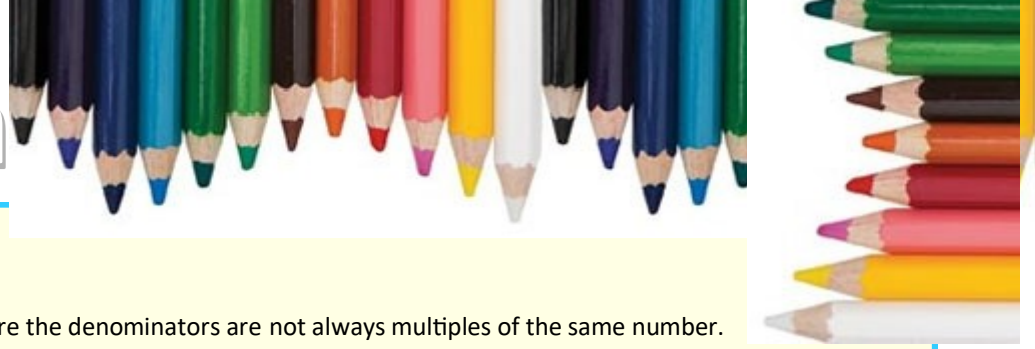

Maths

To build on their equivalent fraction and common multiple knowledge to compare and order fractions where the denominators are not always multiples of the same number.
To build on finding common denominators, finding a common numerator.
To develop number sense, discovering which is the most effective strategy for a range of questions.
To add fractions when the answer is less than 1, applying understanding of finding common denominators. To work with fractions with different denominators where one is a multiple of the other and where they are not. Children find the lowest common denominator.
To build on their knowledge of adding and subtracting fractions within 1, finding common denominators and applying it to mixed numbers.
To decide to deal with the whole numbers and fraction separately, or convert the mixed fraction to improper fractions. Can they prove and explain why both methods work? When might it not work?
To build on knowledge of adding fractions, now adding fractions that give a total greater than one. To be exposed to a range of examples e.g. adding improper fractions and mixed numbers.
To build on knowledge of subtracting fractions, now using one od their whole to create a new mixed number fraction so they can complete the fraction. They should recognise mixed numbers, which are equal.
To consolidate adding and subtracting fractions, examples provided encourage use of the bar model, part-whole models and word problems which include mixed numbers and improper fractions.
To use their understanding of fractions to multiply whole numbers and fractions together. They experience varied representations of fractions. They must also be able to multiply whole numbers and mixed numbers.
To use their understanding of multiplying fractions by an integer and find the link between multiplying fractions by fractions. To see the link between multiplying fractions by whole numbers and fractions by fractions.
To use their understanding of fractions to divide fractions by whole numbers. In this small step they will focus on examples where the numerator is directly divisible by the divisor. They must experience varied representations of fractions in different contexts.
To continue to divide fractions by integers including fractions where the numerator isn't directly divisible by the integer.
To apply the rules of the four operations when working with fractions.
To start to calculate fractions of an amount. They recognise that the denominator is the number of parts the amount is divided into, and the numerator is the amount of parts we want.
To use the bar model to help visualise and calculate fractions of an amount.
To learn how to find the whole amount from the known value of a fraction. To use their knowledge of finding fractions of amounts and apply this to finding the whole amount.
To recap work from Year 4 and Year 5 by reading and plotting coordinates.
To draw shapes on a 2D grid from coordinates given and use their increasing understanding to write coordinates for shapes with no grid lines.
To apply their knowledge of the first quadrant to read and plot coordinates in all four quadrants.
To draw shapes from coordinates given. To become fluent in deciding which part of the axis is positive or negative.
To use knowledge of coordinates and positional language to translate shapes in all four quadrants,
To describe translations using direction and use instructions to draw translated shapes.
To extend their knowledge of reflection by reflecting shapes in 4 quadrants, They will reflect in the *x* and *y*-axis. They should use their knowledge of coordinates to ensure the shapes are correctly reflected.